
(School Board President's/Chairperson's Signature)

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 4 Elementary schools
 2 Middle schools
 _____ Junior high schools
 1 High schools
 _____ Other (Briefly explain)
 7 TOTAL

2. District Per Pupil Expenditure: \$8,668

Average State Per Pupil Expenditure: \$8,126

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 14 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K					7			
1					8			
2					9	207	210	417
3					10	198	194	392
4					11	214	184	398
5					12	220	200	420
6					Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →								1627

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>89.9</u> | % White |
| <u>5.3</u> | % Black or African American |
| <u>1.2</u> | % Hispanic or Latino |
| <u>3.4</u> | % Asian/Pacific Islander |
| <u>.2</u> | % American Indian/Alaskan Native |
| 100% Total | |

7. Student turnover, or mobility rate, during the past year: 2.417 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	20
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	19
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	39
(4)	Total number of students in the school as of October 1	1613
(5)	Subtotal in row (3) divided by total in row (4)	.024
(6)	Amount in row (5) multiplied by 100	2.417

8. Limited English Proficient students in the school: 1.1 %
18 Total Number Limited English Proficient

Number of languages represented: 7

Specify languages: Spanish Russian Bulgarian Farsi
German Laotian Hmong

9. Students eligible for free/reduced-priced meals: 3 %

49 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 8.7 %
141 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> 5 </u> Autism	<u> 1 </u> Orthopedic Impairment
<u> </u> Deafness	<u> 34 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 62 </u> Specific Learning Disability
<u> 3 </u> Hearing Impairment	<u> </u> Speech or Language Impairment
<u> 14 </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness
<u> 22 </u> Emotional Behavioral Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 3 </u>	<u> </u>
Classroom teachers	<u> 88 </u>	<u> 5 </u>
Special resource teachers/specialists	<u> 22 </u>	<u> 1 </u>
Paraprofessionals	<u> 16 </u>	<u> </u>
Support staff	<u> 37 </u>	<u> 1 </u>
Total number	<u>166</u>	<u> 7 </u>

12. Average school student-“classroom teacher” ratio: 18:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	95.55%	95.63%	95.73%	95.87%	95.77%
Daily teacher attendance	96.0 %	96.8 %	96.7 %	96.0 %	94.0 %
Teacher turnover rate	1.6 %	5.6 %	3.4 %	2.0 %	1.0 %
Student dropout rate	0	0	.45%	0	.07%
Student drop-off rate	0	*-17.1%	.01%	-.01%	-.02%

* 61 More 12th Graders Graduated than entered as 9th graders.

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	<u>406</u>
Enrolled in a 4-year college or university	<u>90</u> %
Enrolled in a community college	<u>0</u> %
Enrolled in vocational training	<u>7</u> %
Found employment	<u>2.5</u> %
Military service	<u>.5</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
Total	100 %

PART III - SUMMARY

Homestead is a 4-year public high school serving students from a 48 square mile area including the suburbs of Mequon and Thiensville located approximately 13 miles north of metropolitan Milwaukee.

A glance back into history shows that construction of the school began in 1958, and the doors first opened in September, 1959. Expansion and remodeling began in earnest in 1968, and this work was sufficient until June of 1998 when citizens approved a referendum authorizing \$28 million in expenditures for even more remodeling and additions to meet the needs of a growing student enrollment.

Over the past 35 years, the school and community have worked together to provide students with challenging experiences designed to prepare them for future success. Homestead High School believes strongly in its mission to guide students in achieving their highest intellectual, physical, social, and emotional potential by developing and implementing a curriculum and value system that will yield productive members of society. In achieving this goal, ongoing cooperation with students, parents, and community combine as a positive force in identifying and accommodating individual differences and needs. Life-long skills are developed which encourage confidence, self-expression, and personal growth, along with an expanded understanding of different races, religions and cultures.

The 166 staff that carry out the above mission are dedicated and committed to children and work hard to deliver a diversified curriculum to 1627 students. A full range of required and elective courses is offered in order to meet the minimum graduation requirement of 22 credits. These offerings address the core academic areas of math, English, science and social studies and also provide an array of multiple elective choices in physical education, fine arts, allied arts, foreign language, and computer science. The instructional program, from courses designed to help students develop fundamental skills to college level Advanced Placement courses, provides a span of appropriate challenge for students of all levels of ability.

Outside the classroom a wide variety of extracurricular offerings is available to the student body. Interscholastic sports comprising 26 teams, debate, forensics, drama, pep band, jazz ensemble, chamber strings, foreign language clubs, student council, yearbook, and math team are just a sampling of an enriching and diverse assortment of activities in which over 70% of the student body participates. The activities program is a vital part of the educational, social, and emotional development of the student.

A successful school can be measured by many barometers including local and state assessments, graduation rates, the number of college bound seniors and community support. These accomplishments serve as motivation for Homestead High School always to strive for excellence with open minds and hearts on behalf of students.

PART IV: INDICATORS OF ACADEMIC SUCCESS

1. For several years, the state of Wisconsin has mandated the use of the Wisconsin State Assessment System battery of tests for all 4th, 8th, and 10th grade students in the state. The state standards based battery consists of state developed and approved subtests in the areas of Reading, Language, Mathematics, Science and Social Studies. Each year, the tests are different and each year, the “cut off” scores used to determine each proficiency level are changed. Given the number of students who move in and out of the district each year, the changing tests and cut off scores, the numbers of students who come to the high school from a variety of local K-8 nonpublic school systems, and the number of years between mandated tests, it is difficult to use the data to track longitudinal data and progress of curricular modifications or instructional changes.

However, it is useful to know how we compare to the other 437 school districts in the state of Wisconsin. While some districts do better than we do in the percent of students who score advanced or proficient, for example, on one or two of these subtests, there is no other Wisconsin district close to our size that consistently outperforms us on all subtests. While this may easily be rationalized away by pointing to our status as a suburban district, it does need to be remembered that this comparison includes most of the other suburban districts in Wisconsin and that we participate in the Voluntary Desegregation Settlement which brings some of our diversity and approximately 5% of our enrollment to us from the city of Milwaukee. These minority students, 20% of whom are disabled, are also included in our test results.

In the state of Wisconsin, “Advanced” means “demonstrates in-depth understanding of academic knowledge and skills tested”, “Proficient” means “demonstrates competency in the academic knowledge and skills tested” and “Basic” means “demonstrates some academic knowledge and skills tested”. Last year, 85% of our students were proficient or advanced in Math and Reading.

To gain knowledge about comparisons with other districts throughout the country, we also test all of our students each year on nationally normed assessments. In 9th grade we use the EXPLORE test, in 10th grade we use the PLAN test, and all of our 11th graders take the PSAT. While the results are analyzed much more thoroughly in one of the School Board reports on our district’s website (www.mtsd.k12.wi.us), our student’s mean scores are consistently and significantly higher than the national average. As another comparative measure, about 40% of our students take Advanced Placement tests and about 88% of those students pass the tests with a score of 3 or above.

2. Assessment data is used in a variety of ways to improve school and student performance. Numerical data provided by test companies including itemized responses for individual test questions allows teachers by department to analyze and identify areas of concern in the curriculum and set corresponding goals. The fact that all freshmen are required to take the EXPLORE test, sophomores the PLAN test and WKCE, and juniors the PSAT on an annual basis provides reliable and comparative information to act upon. Guidance counselors use test results to help students make course selections; to target issues related to achievement and underachievement; and to advise counselors on college selection and scholarship searches. The school psychologist and social worker frequently use this data to assist in their specialized work with identified students in need of help. The school’s writing lab, staffed by English teachers on a daily basis, is an additional resource for students and staff in focusing on the improvement of writing across the curriculum. Related to this is feedback given to all freshmen and juniors based on a school wide writing assessment given to them each year. The Academic Support Center is another asset for academic assistance and is noteworthy in helping students improve their performance in school.

3. A variety of methods are used to communicate student performance to school district stakeholders. Students (as well as staff) are regularly provided with information about the performance of their peers through daily written, public address and video announcements. The student newspaper also serves as a vehicle for sharing student performance within the high school. Parents of high school students are kept informed about student performance through the principal's quarterly newsletter and through the principal's parent advisory committee. The superintendent of schools also shares performance data with school district parents at PTA meetings and other parent meetings at the K-8 levels. The community, including parents, receives information about student performance through an annual performance report published by the school district. Other information about students performance is shared with the community at the school district's Annual Meeting and through an annual Chamber of Commerce "State of the Community" address delivered by the superintendent of schools.
4. Homestead High School has and will continue to share its successes with other schools as the following examples illustrate. Staff members often are asked to make presentations at professional conferences on a variety of curricular topics at local, state, and national levels. Within the last year this sharing has occurred at foreign language, math, and English conferences. Staff involved in the extracurricular program also are actively involved, particularly in state athletic associations and committees for their respective sports. Networking also occurs via the publication of articles; the co-authoring of math resource books; active participation on committees of regional educators at a CESA, state and national level; conducting workshops for the other schools on such topics as learning styles, brain-based learning, teacher evaluation, technology and multicultural education; and providing consultation on policy, procedures, and programs that are successful for which information is sought by other districts. This brief summary of indicators reflects a commitment to reach out to the greater community of educators and an appreciation for the continuing mutual exchange of ideas.

PART V: CURRICULUM AND INSTRUCTION

1. Homestead High School has a comprehensive curriculum that emphasizes a college prep program. In the last five years the curricula was revised and aligned to state and national standards. Our curricula are developed using essential questions and enduring understandings that all students need to know and be able to do. All students are required to take the core curricula. Each subject offered at Homestead High School offers various levels of instruction that meets the student's needs and learning styles. Honors, advanced placement, general and special education classes are offered in all of the core subjects. Differentiation for learning styles and learning needs is addressed by using a plethora of instructional strategies within each class taught and within the specialized courses offered. Thinking skills and habits of mind are embedded in many of the courses.

The major goal of the English/language arts curriculum is to educate students to read, write, listen, speak, view and develop visual representations effectively and constructively. This curriculum expects students to select and use communication skills, form strategies, and use technologies to achieve different purposes. It empowers students to become effective communicators and critical and creative thinkers. Fundamental to the English/language arts curriculum is the development of knowledge, understanding, and appreciation of values and beliefs required by individuals for life long learning.

The art curriculum assures that students understand how art is an essential part of human history, mythology and belief systems. It is a means of expressing the ideas that matter most to individuals and society. The art curriculum gives students opportunities to express themselves. Students choose

style and form to create original works of art. They apply skills, techniques, and understanding of elements to solve problems and develop new designs. Using imagination and knowledge of artistic conventions, students present their work for different audiences and purposes.

The science curriculum challenges all students to become scientifically literate. Scientifically literate students are able to choose appropriate tools, experimental design, and processes to conduct scientific investigations. They apply scientific knowledge and processes to authentic situations. They trace scientific developments and relate applications of science to technology, mathematics and human needs. At the core of the science curriculum is the knowledge and understanding of scientific concepts and processes necessary for informed personal decision-making in social, political and economic matters.

The social studies curriculum is the integrated study of the social sciences and humanities to promote civic competence. The primary purpose of social studies is to develop enlightened citizens in a democratic society who can carry the global society into the future with understanding, sensitivity, wisdom, and dignity. The students analyze ways differing beliefs and needs affect individual and group perspectives on current and historical issues.

The mathematics curriculum offers all students opportunities to learn important mathematical concepts, procedures and applications. Students analyze and use quantitative information to explore, make connections, draw conclusions, communicate, reason logically and use a variety of mathematical methods to solve problems. The students are expected to use representations to organize, record and communicate mathematical ideas and to model and interpret physical, social and mathematical phenomena.

The foreign language curriculum is based around three themes: achievement, proficiency and cultural awareness. Through the achievement theme the students are expected successfully to acquire the skills related to the target language, such as vocabulary, use of verbs, appropriate gender usage, sentence structure, and other important tools of communication. The development of proficiency requires that students be interactive and that they learn the targeted language in context and applies the learned knowledge and technical skills in authentic situations. Through the targeted language studied, students become aware of the validity, intricacies and beauty of other cultures as well as their own.

2. Homestead High School's English language curriculum embeds critical thinking, writing, reading for a variety of purposes, research, media awareness, technology, and speaking in the four years of English all students are required to take. It also offers a strong journalism option. All students, including those who read below grade level, benefit from flexible ability grouping for courses and from differentiated instruction within classrooms.

All students, especially those who read and write below grade level, benefit from several unique services Homestead offers. Students receive individualized support from the Academic Support Center, open before, during, and after school. A writing lab staffed by an English teacher before, during, and after school allows for one-to-one instruction for writing in all subject areas, reinforcing the importance of language arts skills in all content areas. A writing portfolio moves with students, allowing them to see their growth.

Students develop their vocabulary through extensive reading and through a formalized vocabulary program, which introduces words in the context of short pieces of writing. Research projects involve extensive use of technology and critical evaluation of a wide variety of sources. Students frequently employ technology in their numerous oral presentations.

The curriculum calls for students' understanding of factors that influence reading rate and comprehension and strategies for increasing both. Instructors develop students' meta-cognition and ability to make connections, question and infer. The department also promotes awareness of reading strategies through in-services for teachers of other disciplines and, on occasion, through direct instruction in those classrooms. In addition to teaching pieces of classical literature, teachers build independent reading into their classes. Homestead's "outside reading" program is both extensive and innovative. Administrators, counselors, and teachers from many disciplines lead discussions of "future classics" after school throughout the year. Staff members give frequent book talks and host book groups during lunch and after school. Students promote reading through announcements, bulletin boards, videos, and book reviews.

3. Homestead High School offers a broad spectrum of mathematics courses from pre-algebra to multi-variable calculus. The core content of each course is aligned with district, state, and national mathematics standards. At each level, teachers enhance the core curriculum to provide an appropriate level of critical thinking. Students are encouraged to set high expectations and take math courses that appropriately challenge them while still being able to succeed. Approximately 90% of our 1600+ students take four years of high school math. Of those, 40% are in an honors math class, and over 30% of our 400 seniors pass an AP calculus or AP statistics test in spring.

Recognizing that the abilities to solve problems and communicate effectively are life-long skills that all students must develop, teachers emphasize the process standards (problem solving, reasoning and proof, connections, representations, and communication) throughout each course. Connections to other disciplines as well as real-world application problems are woven throughout the curriculum. Instructors provide students with strategies for solving problems analytically, algebraically, numerically, graphically, and verbally. Instructors consider individual differences by encouraging students to choose the problem solving method most appropriate for them. Students are expected to be actively involved and to take responsibility for their learning. Technology, via graphing calculators and computer software, is incorporated throughout each math course. An emphasis on communication, both oral and written, requires students to demonstrate their conceptual understanding and explain their reasoning.

Essential questions have been developed for every course. These questions, posted in every classroom, help students understand that the purpose of their study extends beyond their current course-work. Also, topical questions help connect the content to the enduring understandings for each unit. This balanced approach of content, process, and essential questions allows students of all ability levels, including below average and special education students, to succeed and become productive members of society.

4. Homestead High School teachers work to improve student learning by employing best practice in their subject area, using the findings of research on how the brain learns, teaching to accommodate the varied learning styles of our student population and availing themselves of the services of support personnel. As curriculum is written and revised, teachers study the current research on best practice in their field and receive in-service training to employ recommended instructional methodology. In addition, the district has had a focus on brain-based learning for over five years. The entire high school staff received training on the educational implications of brain research, and many staff members have availed themselves of over fifty hours of additional training offered by the district on this subject. Learning styles and their impact on student success have also been the focus of whole-staff in-service training. Many individual teachers have gone beyond this introductory training to take a ten-hour in-service class on learning styles. Not only is there evidence in each classroom of teachers applying the knowledge they have gained to enhance student achievement, but there is also

evidence in the systematic design of our courses. For example, physics is taught from a more conceptual or right-brain oriented perspective (Physics-C) or from a more mathematical or left-brain oriented perspective (Physics-M). Students select the course that best fits their style. Both courses cover the same content; the instructional methodology reflects learning style as well as best practice in the teaching of physics. As a result of this differentiation, far more students take physics and achieve at a much higher level than before this division was implemented. Another example is American Studies, a pairing of U.S. History and American Literature, which is based on enduring understandings and essential questions, emphasizes both critical and creative thinking, and accommodates all learning styles through carefully crafted learning activities and assignments. Finally, Homestead High School has a well-trained support staff that works as part of the educational team to help students achieve at the highest level possible. The support staff includes personnel in the areas of guidance, special education, gifted and talented, as well as the staff of the Academic Support Center and Writing Lab.

5. The professional development program gives the mechanism to implement programs that are new to the district. It provides staff with exposure to new ideas. The program of courses is organized around guidelines and priorities established by the School Board, the Curriculum, Instruction and Assessment Council, and department needs. Consultants with different experiences, expertise and fresh perspectives present the courses. Our own teaching staff, experts themselves, act as presenters in many of our courses. Annually, about forty district designed and approved ten hour courses are offered and count towards salary advancement on the salary schedule. The Mequon Thiensville Staff Development Program is recognized as an exemplary model that allows for stronger curriculum and better instruction to meet the needs of all our students.

Professional development courses address specific teacher needs, educate teachers about federal and state initiatives, and offer personal renewal. There is an expectation that teachers take courses having a direct application to their teaching situation and to the implementation of various curriculum initiatives. Administrators recommend staff members take specific courses, which will contribute to their professional growth and to student achievement. Many courses are presented in areas such as literacy, mathematics, technology, and learning styles. The focus on teacher's professional growth provides excellent student outcomes based on test scores, graduation rates, number of students taking and passing AP classes, number of national merit scholars and the number of students going to post secondary education. The professional growth of teachers is directly related to maximizing student's achievement.

One of the priorities for the professional development program is to support the curriculum review process. For example, during the 2003-2004 school year, a number of courses related directly to science, English/language arts, mathematics, assessment, habits of mind and brain-based learning. Another priority is to develop strategies to encourage student's performance at their ability level. Several courses offered dealt directly with strategies to support students who were not working to their potential. Still another priority of the district's professional development program is to help teachers integrate technology and assessment into their instructional program. In addition, our commitment to learning and implementing multicultural education is ongoing.

PART VII: ASSESSMENT RESULTS

For several years, the state of Wisconsin has mandated the use of the Wisconsin State Assessment System battery of tests for all 4th, 8th, and 10th grade students in the state. The state standards based battery consists of state developed and approved subtests in the areas of Reading, Language, Mathematics, Science and Social Studies. Each year, the tests are different and each year, the “cut off” scores used to determine each proficiency level are changed. Given the numbers of students who move in and out of the district each year, the changing tests and cut off scores, the numbers of students who come to the high school from a variety of local K-8 nonpublic school systems, and the number of years between mandated tests, it is difficult to use the data to track longitudinal data and progress of curricular modifications or instructional changes.

However, it is useful to know how we compare to the other 437 school districts in the state of Wisconsin. While some districts do better than we do in the percent of students who score advanced or proficient, for example, on one or two of these subtests, there is no other Wisconsin district close to our size that consistently outperforms us on all subtests. While this may easily be rationalized away by pointing to our status as a suburban district, it does need to be remembered that this comparison includes most of the other suburban districts in Wisconsin and that we participate in the Voluntary Desegregation Settlement which brings some of our diversity and approximately 5% of our enrollment to us from the city of Milwaukee. These minority students, 20% of whom are disabled, are also included in our test results.

About 2% of our students were excluded from these tests last year. Other than an occasional student who happens to be sick for the two week test period, most of the 2% were the severely disabled for whom these tests were totally inappropriate. The state of Wisconsin has established an alternative assessment mechanism for these students, and for the 2003-2004 tests just completed, only two of over 400 10th grade students were given the alternative test instead of the state test and no student was excluded. Prior to the 2002-2003 school year, the state of Wisconsin allowed these students to be assessed using the Individual Educational Plans.

In the state of Wisconsin, “Advanced” means “demonstrates in-depth understanding of academic knowledge and skills tests”, “Proficient” means “demonstrates competency in the academic knowledge and skills tested” and “Basic” means “demonstrates some academic knowledge and skills tested”. Last year, 85% of our students were proficient or advanced in Math and Reading.

There are several differences between the scores for different years and for some of the subgroups. The differences between the years is explained in the first paragraph of this section. Comparing the different years for each of the subgroups listed in the attached scores, we find that the latest scores are all better than the previous year and that for the students who were identified as disabled or Asian/Pacific Islanders, the latest subgroup scores are the highest for the three years of data provided.

There is a difference between the scores when subgroups are compared, however. It should be obvious why the scores for the disabled are lower than average and lower than the other subgroups listed: criteria used to determine disability requires the student to be functioning at a lower level. If they weren’t lower, we should question why they were identified as disabled.

The other subgroup that scores lower is the Black/African American group. There are many reasons why this group tests lower than other subgroups throughout the country. In our district, there is a unique dynamic that makes the score differences more understandable, even though we are increasing our efforts to dissolve the differences in performance. We are one of several suburban districts participating in a Voluntary Desegregation Settlement with the school district of Milwaukee. For about 15 years, we have

agreed to bring minority students from Milwaukee into our schools. About half of our Black/African American students in the high school live in the city of Milwaukee rather than in our local community. Like Milwaukee, about 20% of those students are disabled. Those statistics do not excuse the differences in scores, but they do give us a unique set of issues when trying to address the differences.

To gain knowledge about comparisons with other districts throughout the country, we also test all of our students each year on nationally normed assessments. In 9th grade we use the EXPLORE test, in 10th grade we use the PLAN test, and all of our 11th graders take the PSAT. While the results are analyzed much more thoroughly in one of the School Board reports on our district's website (www.mtsd.k12.wi.us), our student's mean scores are consistently and significantly higher than the national average. As another comparative measure, about 40% of our students take Advanced Placement tests and about 88% of those students pass the tests with a score of 3 or above.

STATE CRITERION-REFERENCED TESTS – HOMESTEAD HIGH SCHOOL

GRADE 10 – WKCE (Wisconsin Knowledge and Concepts Examination)

Data Display Table for Mathematics

	2002-2003	2001-2002	2000-2001
Testing Month	November '02	February '02	February '01
SCHOOL SCORES			
% At or Above Basic	94	83	91
% At or Above Proficient	85	66	75
% At Advanced	44	33	37
Number of students tested	397	388	417
Percent of total students tested	98	96	96
Number of students excluded			
Percent of students excluded	2	4	4
SUBGROUP SCORES			
1. Disabled			
% At or Above Basic	65	51	43
% At or Above Proficient	27	27	17
% At Advanced	3	12	4
Number of students tested	29	32	23
2. Black			
% At or Above Basic	61	54	79
% At or Above Proficient	55	30	43
% At Advanced	11	6	7
Number of students tested	18	16	14
3. Asian			
% At or Above Basic	90	89	94
% At or Above Proficient	90	83	82
% At Advanced	50	39	41
Number of students tested	10	10	17
STATE SCORES			
% At or Above Basic	81	65	69
State Mean Score			
% At or Above Proficient	69	43	46
State Mean Score			
% At Advanced	24	16	15
State Mean Score			

STATE CRITERION-REFERENCED TESTS – HOMESTEAD HIGH SCHOOL

GRADE 10 – WKCE (Wisconsin Knowledge and Concepts Examination)

Data Display Table for Reading

	2002-2003	2001-2002	2000-2001
Testing Month	November '02	February '02	February '01
SCHOOL SCORES			
% At or Above Basic	95	92	95
% At or Above Proficient	87	80	90
% At Advanced	72	42	58
Number of students tested	397	388	417
Percent of total students tested	98	96	96
Number of students excluded			
Percent of students excluded	2	4	4
SUBGROUP SCORES			
1. Disabled			
% At or Above Basic	69	57	74
% At or Above Proficient	52	33	44
% At Advanced	24	12	9
Number of students tested	29	32	23
2. Black			
% At or Above Basic	89	65	93
% At or Above Proficient	61	41	86
% At Advanced	33	6	36
Number of students tested	18	17	14
3. Asian			
% At or Above Basic	90	89	100
% At or Above Proficient	90	78	88
% At Advanced	90	39	76
Number of students tested	10	18	17
STATE SCORES			
% At or Above Basic	85	83	86
State Mean Score			
% At or Above Proficient	71	60	69
State Mean Score			
% At Advanced	52	23	33
State Mean Score			